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ABSTRACT

The project was initiated to develop and implement a statewide model for planning and presenting inservice training activities for vocational educators who teach and work with limited English proficient (LEP) populations. Its goals are to provide vocational educators with the understanding of cultural and linguistic characteristics, vocational needs, and some preparation for teaching and working with LEP persons in Florida. Included in this report are (1) a statement of the purpose and objectives of the project, (2) names of the project consultants and members of the advisory task force, (3) summaries of two task force meetings; (4) the statewide model in the form of a workshop planning guide, (5) a discussion of each element in the model, (6) block diagrams of model development and a discussion of content areas of interest by educator groups, and (7) a detailed description of a statewide workshop that was conducted according to the model. The workshop description covers the agenda, a summary of group discussions, a summary of consultant presentations, needs assessment results, participants' comments on the workshop, a listing of workshop participants, and a discussion of conclusions and implications. Appendices include letters of invitation, needs assessment instruments, bibliographies, and other guidelines. (AMH)

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ED232471

TEACHING AND WORKING SUCCESSFULLY
WITH LIMITED ENGLISH PROFICIENT
STUDENTS AND ADULTS
IN FLORIDA

A STATEWIDE INSERVICE AND PRESERVICE TRAINING PROGRAM
FOR
TEACHERS OF ENGLISH AS A SECOND LANGUAGE (ESL),
TEACHERS OF JOB PREPARATORY PROGRAMS,
ADMINISTRATORS OF INSTITUTIONS OFFERING ESL AND JOB
PREPARATORY PROGRAMS FOR ESL PERSONS,
DISTRICT LEVEL ADMINISTRATORS OF VOCATIONAL EDUCATION,
VOCATIONAL TEACHER EDUCATORS AND SELECT
DEPARTMENT OF EDUCATION SPECIAL NEEDS PROGRAM CONSULTANTS

Project Director - Dr. Dominic A. Mohamed
Project Coordinator - John G. Juergens

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Final Report
June 30, 1982

Department of Education Project No. 2-3H31
Florida International University Project No. 111450034

1981 - 1982

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The director and coordinator of this project wish to express their gratitude to the members of the advisory task force which was formulated for this research effort. Their time and effort was vital to the successful completion of this project. Of particular note was the key input provided by Jeanne Lopez-Valadez and Mary Galvan for their work as consultants on this project.

Gratitude is also expressed to Dr. James A. Barge and Dr. Sarah C. Hurst, Special Needs Programs Section, Division of Vocational Education, State Department of Education for their invaluable guidance and support.

Further acknowledgment is given to the vocational and ESL educators who participated in the Statewide Administrators Workshop in Tampa for their contributions and recommendations for future activities in vocational education for LEP students and adults.

We would also like to express personal thanks to Lisa Pugliese, Project Secretary, for her untiring efforts to keep us organized and on task.

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated herein do not therefore necessarily represent the official position or policy of the Florida Department of Education.

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INTRODUCTION

The term Limited English Proficient, or LEP, is used to characterize those persons who speak a language other than English and have not developed sufficient listening, speaking, reading, writing and comprehension in the English language so as to benefit from instruction in English. Florida's limited English proficient population has been augmented in recent years by thousands of Cubans, Haitians, Vietnamese and lesser numbers of other refugees, creating a very real socio-economic problem for the state. This problem is especially critical in South Florida where thousands of Cubans from the Mariel boatlift have created an enormous economic burden for the area. The immigrants arrived seeking a better way of life only to find that either they cannot find or cannot retain suitable employment because they read and write the English language to such a limited extent. To make matters worse, some of these immigrants are not able to read or write well in their native language. Thus, their ability to participate fully in vocational education programs which would prepare them for a job is greatly reduced. One of the reasons for their low participation in vocational education programs is that most vocational educators have little or no formal training in understanding and working with limited English proficient populations. This limitation has therefore been identified as one of the problems which needs to be addressed in vocational education.

PURPOSE OF THE PROJECT

The purpose of the project was to develop and implement a statewide model for planning and presenting inservice training activities for vocational educators who teach and work with limited English proficient (LEP) populations. Such training will provide vocational educators with the understanding of cultural and linguistic characteristics, vocational needs and preparation for successful teaching and working with LEP students and adults in Florida.

SPECIFIC OBJECTIVES OF THE PROJECT

The specific objectives of the project were:

1. to identify the needs of vocational educators in teaching/working effectively with limited English proficient populations;
2. to use identified needs to determine the content of inservice workshops for vocational educators who teach/work with limited English proficient students and adults;
3. to develop a model for a statewide delivery of these workshops;
4. to conduct at least one statewide workshop for vocational educators with limited English proficient populations.

PROJECT CONSULTANTS

JEANNE LOPEZ-VALADEZ

Jeanne Lopez-Valadez is the Director of the Bilingual Vocational Education Project, a statewide resource center in Arlington Heights, Illinois. She serves as a statewide consultant in Illinois serving vocational programs working with limited English proficient persons. In addition, she has been a teacher and a curriculum specialist and has presented numerous local, state and national workshops in bilingual education.

MARY GALVAN

Mary Galvan has served as Director of English, Texas Department of Education; Director, Project for Secondary Vocational Education for the Disadvantaged, and is past president of TESOL (Teachers of English to Speakers of Other Languages). TESOL is a non-profit organization founded in 1966 to promote the teaching of English to speakers of other languages. Presently, she is an independent consultant for ESL and bilingual education with a concentration in bilingual vocational programs.

THE ADVISORY TASK FORCE

An advisory task force was appointed by the State Director of Vocational Education. The task force was charged with the responsibility of identifying statewide needs for vocational educators working with LEP populations and recommending procedures for planning and implementing inservice and preservice workshops to meet these identified needs.

Potential members of the task force were identified through exploratory conversations with the Special Needs Program Section of the Division of Vocational Education, Department of Education, administrators of bilingual and ESL education, and other members of the State Department of Education. Following DOE guidelines concerning the request of participation of district personnel, a recommended list of task force members was forwarded to the Director of the Division of Vocational Education, State Department of Education, for consideration and approval. Letters of appointment were sent from the office of the director to a total of eleven educational leaders, creating the advisory task force for the project. In addition, the project utilized the services of two consultants who are acknowledged experts in the field of bilingual education and vocationally related English. (Sample letters of invitation are included in Appendices A - C.)

FIRST ADVISORY TASK FORCE MEETING

January 12, 1982

FIRST ADVISORY TASK FORCE MEETING

The first meeting of the advisory task force was held at the Tamiami Campus of Florida International University on January 12, 1982. The task force met to discuss and generate ideas for developing the contents for an inservice/preservice workshop to meet the needs of vocational educators who teach/work with LEP populations. A large amount of information and experiences was shared by the task force members in this first, exploratory meeting. The following is a recapitulation of that meeting.

AGENDA
VOCATIONAL EDUCATION
LEP WORKSHOP PROJECT
FLORIDA INTERNATIONAL UNIVERSITY
Tuesday
January 12, 1982
University Conference Room PC 521

- | | |
|------------|---|
| 10:00 a.m. | Welcome - Coffee |
| 10:15 a.m. | Introductions - Advisory Committee Members |
| 10:30 a.m. | Orientation to the project
1. Rationale
2. Purpose and Objectives
3. Description of Workshops |
| 10:45 a.m. | Workshop Considerations - Organization of the Project |
| 11:00 a.m. | Suggested Needs Assessments - Individual presentations
1. Vocational Teachers - ESL Instructors
2. Administrators
3. Students |
| 12:00 p.m. | Lunch |
| 1:15 p.m. | Travel Vouchers |
| 1:30 p.m. | Workshop Development
1. Content - Activity Identification
2. Participant determination
3. Delivery method
4. Videotape concept
5. Personnel requirements
6. Scheduling - time frame
7. Use of consultants in workshop activities
8. Workshop evaluation |
| 3:00 p.m. | Open Discussion - Future implications for vocational education |
| 3:15 p.m. | Conclusions - evaluations - adjournment |

RECAPITULATION OF FIRST TASK FORCE MEETING

The meeting started with a series of introductions among the members. The agenda and list of considerations were presented and discussion began.

Jeanne Lopez-Valadez, Project Consultant, introduced a series of discovery questions about the goals and objectives of the project and the workshops: how many, where they would be held, scheduling, make-up of the participants and the question of release time arrangements for LEA participants.

In the discussions which followed, several types of workshop ideas, structures and purposes were considered.

1. General orientation workshops geared toward developing awareness of the problems of LEP groups was the most popular and valuable need identified.
2. Workshops presented at a district level would have the most impact.
3. Skill development workshops are more time consuming than those which develop LEP awareness.
4. Vocational instructors prefer workshops on topical areas: those with specific procedures and activities directly applicable to the classroom and vocational laboratories. Theoretical and philosophical considerations are considered strictly secondary by instructors.
5. Vocational administrators and supervisors need to form an information network to structure specific workshops.

The importance of the district level approach was discussed.

There was a discussion noting the differences between use of the terms LEP and ESL; describing content, scope, philosophical and funding considerations. It was agreed that the term LEP would be adopted, with ESL as a component.

A model was suggested in which workshops would be organized into two parts:

1. a general awareness workshop where the participants would be administrators and instructors, and
2. administrators and instructors attending separate workshops in small groups to discuss their specific needs.

Additional discussion considered the points of separate workshops for administrators and teachers, as their roles and responsibilities are quite different. Again, the importance of sensitizing educators to LEP needs was stressed.

Gradually the group discussion converged to identify elements of models for LEP workshops. Workshops would be organized according to the following models.

1. A Bilingual Model workshop presented for programs organized into team-teaching (bilingual teacher or aide working with a vocational instructor).
2. An Integrated Model workshop presented for programs where ESL training is incorporated by the classroom teacher as a regular part of the lesson.
3. A Supplementary Model where a LEP workshop is conducted for vocational educators unfamiliar with ESL concepts and the problems of LEP populations. In this case, the dominant philosophy would be that LEP considerations be supplemental to the regular vocational curriculum.

An incentive system to encourage active participation by instructors was discussed. Methods include:

1. paying participants
2. certification points
3. holding workshops away from school
4. career development incentives.

Workshop activities should be geared according to the level of the LEP participants.

Discussions stressed the importance of identifying the change agents in each district, and the fact that they must be included in all planning activities, understand the models used and identify specific workshop strategies.

The group introduced Indo-Chinese LEP populations for consideration. Linguistic identification, literary requirements and measurement and specific objectives were discussed.

Problems of the Haitian community were identified. Haitian children do not want to be identified as Haitians. Such identification

exposes them as objects of ridicule. Many schools are stressing a lack of Haitian teachers as the reason for the scarcity of programs dealing with their problems. It was noted that the Haitian Refugee Center is helpful. Another positive example was the experience with Haitians at Lindsey Hopkins Technical School; exceptional motivation and progress was noted.

A discussion began concerning whether or not there should be a base of minimal English proficiency established before a student is enrolled in vocational education programs. One position taken was that a student needs basic competency in English to be successful in vocational programs, so minimum requirements must be established. Another view indicated the need for vocational education for everyone, including those without adequate language skills even in their native language.

Consultant Jeanne Lopez-Valadez described how similar problems were handled in Illinois. Students are accepted into vocational programs without adequate English proficiency under the following conditions:

1. the students are primarily concerned with immediate job placement and immediate employment needs;
2. the students are in great need of immediate success experiences; and
3. the inclusion of these (low English proficiency) students is a priority requirement of the community in which they live.

The Illinois Bilingual Vocational Education Project also noted that specific English language requirements are often not rational or relevant to entrance in vocational programs. This would indicate a need to identify what English language proficiencies are needed for success in specific occupations and specific vocational programs.

Additional discussion indicated that another consideration should be the time frame of the programs and whether the training is primarily in survival skills or vocational skills development. A model for a Haitian component, for example, would primarily involve survival skills since the general refugee population is illiterate even in Creole.

More comments were made regarding the high degree of success Lindsey Hopkins Technical Center in Miami has had with LEP's. Their ESOL teachers were praised. It was suggested that Lindsey Hopkins could be used as a center to develop specific strategies for working with LEP's at all English proficiency levels.

CONCLUSIONS OF FIRST TASK FORCE MEETING

The members stressed the importance of developing firm conclusions drawn from workshop discussions. There was general agreement that a meeting like this points out a continuing need for better communication between vocational and LEP educators throughout the state. The meeting provided vast input in a multitude of considerations for developing inservice training activities for LEP vocational educators.

It was decided that the information gained at the first meeting should be organized into a comprehensive model to organize and present workshops for educators working with LEP populations. Such a model would include descriptions of content, resources and methods of presentation.

Workshop activities would be tied to specific groups of educators including vocational instructors, vocational administrators, ESL specialists, vocational teacher educators, adult education and community college deans and directors, Department of Education personnel-- particularly those from the Division of Vocational Education and other interested groups. Content areas would include:

1. general awareness activities for vocational educators with little or no formal training in working with LEP populations,
2. use of vocationally-related English in instruction of LEP's,
3. sharing of information on exemplary programs and
4. identification of appropriate instructional materials.

The members decided that a second advisory meeting would be necessary to consolidate the information and resources gathered in this meeting and to produce a comprehensive plan for presenting

preservice/in-service workshops for vocational educators. It was suggested that a noted authority in bilingual vocational education, Mary Galvan of Austin, Texas, be added to the project task force and make a presentation at the second meeting. The purpose of the meeting would be twofold:

1. to consider and evaluate a comprehensive conceptual model for statewide planning and implementation of multilingual workshops,
2. to gain further input from Mary Galvan's experience and expertise in vocationally related English.

It was determined that the second Advisory Task Force meeting would be held at Florida International University, Tamiami Campus, on February 19, 1982.

ADVISORY TASK FORCE

LEP Workshop Project

PC 521 - University Conference Room

Jan. 12, 1982

Members in Attendance

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SECOND ADVISORY TASK FORCE MEETING

February 19, 1982



SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Agenda

LEP Workshop Project
Advisory Task Force Meeting
Florida International University
University Conference Room PC 521

Friday, February 19, 1982

9:00 - 9:30 .	Opening Orientation - Conference goals and overview
9:30 -10:00	Workshop Presentation models Jeanne Lopez-Valadez, Coordinator Bilingual Vocational Education Project - Illinois State Department of Education
10:00-11:45	Workshop Content Models National Bilingual Vocational Education Model Refugee Training Model Vocational English Proficiency Model - Mary Galvan Bilingual Vocational Education Consultant
11:45-12:00	Establish Subcommittee members - Instructors, Administrators, Teacher Educators, DOE/DVE Staff
1:15- 2:30	Subcommittees meet to develop agendas for workshops
2:30- 3:00	Subcommitttee Reports
3:00- 4:00	1. Final Determinations of model for all workshops 2. Determination for workshop agendas 3. Plans for 1st workshop
4:00- 4:30	Final Conclusions

Conference Goals:

1. To evaluate various models for presenting LEP workshops
2. To identify target populations of the workshop
3. To establish workshop goals and objectives
4. To develop prospective agendas of workshop content
5. To identify instructional materials and resource people

RECAPITULATION OF THE SECOND TASK FORCE MEETING

The second Advisory Task Force meeting was held at the Tamiami Campus of Florida International University on February 19, 1982. The task force met to develop a model for planning and implementing state-wide workshops for vocational educators working with LEP populations. The goals of the meeting were as follows:

1. to evaluate various models for presenting LEP workshops,
2. to identify target populations for the workshops (participants),
3. to establish workshop goals and objectives,
4. to develop prospective agendas and identify workshop content and
5. to identify instructional materials and resource personnel.

These five goals were to be used as a guideline in the development of a conceptual model for planning and implementing LEP workshops on a statewide level.

The day's activities were divided into two parts: a presentation on vocational ESL by Project Consultant, Mary Galvan, and the development of a statewide workshop model under the direction of the other project consultant, Jeanne Lopez-Valadez.

Mary Galvan's presentation offered several suggestions for ways in which LEP students could be served in vocational programs. The key would be to organize and present ESL (English as a Second Language) instruction in such a manner that English lessons are directly reinforced by activities in the vocational classroom/laboratory. Vocational students must learn a very specialized technical language in order to become competent and safe workers. Mary Galvan's central theme was that vocational instructors should provide the ESL instructors with the job-specific English content necessary for success in that field. This would require an effective interface between vocational and ESL instructors. The ESL teacher must be aware of what is happening in the vocational classroom/laboratory.

Mary Galvan described the development at Georgetown University of a computerized system for the analysis of vocational language to determine the occupationally specific vocabulary and high usage grammatical structures used in selected vocational areas. This enables the

ESL instructor to teach the LEP student the specific English instruction necessary for success in his/her field. This presentation underscored the importance of coordinating the efforts of ESL instructors with vocational instructors.

The second portion of the day was devoted to the development of a comprehensive conceptual model for the planning and delivery of statewide workshops for vocational educators working with LEP persons. The development of this model was coordinated by Project Consultant Jeanne Lopez-Valadez, a nationally known consultant in the field of bilingual education. The results of this effort are included in this report under the heading "The Conceptual Model".

ADVISORY TASK FORCE

Second Meeting

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THE STATEWIDE MODEL

Introduction

The purpose of this project was to develop a statewide model for the planning and delivery of inservice/preservice training activities for vocational educators who teach and work with limited English proficient populations. The input gained from the advisory task force meetings was organized into the conceptual model described on these pages. The first workshop, a statewide administrators' workshop in Tampa, was presented according to this model. The steps required to develop this and future workshops are described in detail on the following pages. It is expected that this concept will be continued in future local and statewide workshops for the benefit of all educators who work with LEP persons.

WORKSHOP PLANNING GUIDE

- Step I. Identify LEP groups
- Step II. Identify LEP needs
- Step III. Identify training needs of vocational and LEP educators
- Step IV. Identify existing programs and resources
- Step V. Identify target group
- Step VI. Develop workshop content
- Step VII. Develop workshop delivery model
- Step VIII. Contact target group
- Step IX. Deliver workshop
- Step X. Workshop follow-up

MODEL DESCRIPTION

The statewide model has been organized into a ten-step planning and implementation procedure.

STEP I: IDENTIFY LEP GROUPS

Florida's limited English proficient (LEP) population has been augmented by large numbers of emigrants from Cuba, Haiti, Central America, South America and the countries of Southeast Asia. Each group possesses a specific set of linguistic, cultural and educational needs which must be addressed by Florida's educational system. The first step, therefore, is to identify these LEP groups by consideration of such factors as:

1. national, ethnic and cultural background,
2. native language, or native language proficiency and
3. their numbers and their geographical areas of concentration.

Such identification is useful in recognizing individual differences and similarities and in avoiding a mistaken belief that all LEP groups have identical educational needs.

STEP II: IDENTIFY LEP NEEDS

During the two advisory task force meetings and the statewide administrators workshop held in Tampa, on May 20, 1982, a large variety of LEP needs were identified. For this reason, detailed recapitulations of these proceedings have been included in this report and will be of considerable benefit when planning LEP workshops. One of the greatest benefits of having inservice workshops is the opportunity afforded for educators with direct contact with LEP students to share experiences, ideas and procedures that work. The input gathered from direct contact with LEP persons should, therefore, be used to determine the content of inservice training activities.

STEP III: IDENTIFY TRAINING NEEDS OF VOCATIONAL AND LEP

EDUCATORS

After the specific needs of LEP students or adults have been identified, it is necessary to determine the additional training requirements of vocational and ESL educators to meet those needs. To this end, several needs assessment instruments have been included in

the appendix to this report. In addition, a needs assessment instrument was distributed at the May 20, 1982 administrators meeting in Tampa, and the results are also included in this report.

STEP IV: IDENTIFY EXISTING PROGRAMS AND RESOURCES

An important part of workshop planning is the identification and involvement of ongoing programs and resource centers. Such resources can provide instructional expertise and curriculum materials and may often be a source of complete workshops in themselves. One of the perceived weaknesses of Florida's educational efforts for LEP students is an inadequate system of information sharing. Much duplication of effort and expense could be eliminated by establishing more effective channels of communication among existing LEP programs throughout the state. Some of these resources have been identified in this report.

STEP V: IDENTIFY THE TARGET GROUP OF THE WORKSHOP

In this step we identify the group of educators who will be participating in a given workshop. Identification of the workshop participants is a necessary prerequisite to determining the actual content of the workshop, as different groups of educators will have different training needs according to their position, as well as their degree of sophistication in working with LEP populations.

In this project, we identified the following target groups as participants in LEP workshops.

1. vocational instructors
2. ESL (English as a Second Language) instructors
3. administrators
4. teacher educators (university teacher trainers)
5. Department of Education and Division of Vocational Education personnel

The individual areas of interest to these five educator groups were identified by the Advisory Task Force and are shown in the next step.

STEP VI: DEVELOP WORKSHOP CONTENT

Utilizing the five educator groups described in Step V, the Task Force identified those content areas of greatest interest to each group.

These areas are identified below and should be used as a guide in determining workshop content. (See page 35.)

Vocational Instructors

1. student assessment techniques
2. adapting curriculum materials for LEP students
3. adapting instruction for LEP students
4. using students' native language in vocational instruction

ESL Instructors

1. teaching vocationally-related English to LEP students
2. coordination of activities with vocational instructors, including increased knowledge of what is being taught in the vocational classroom
3. ESL methodology training
4. curriculum development training and assistance
5. developing people-oriented skills

When developing workshop content for either ESL or vocational instructors it is important to concentrate on activities that can be directly transferred into the classroom.

Administrators

1. concentration on program management and development
2. understanding cultural aspects of LEP groups
3. workshop and program funding
4. identification of LEP needs and instructor training needs
5. incorporating transitional bilingual education activities into the curriculum. Note: In transitional bilingual education the student's native language is used in the vocational classroom only until he/she has gained sufficient knowledge of English to benefit from instruction in English.

Teacher Educators (University level)

1. assessment of educator training needs for working with LEP persons and vocational teachers and administrators
2. workshop and program funding techniques
3. program evaluation techniques
4. legal considerations--rights and responsibilities--in providing educational services to LEP persons
5. bilingual vocational training models

DOE and DVE State Personnel

1. defining role of Department of Education in providing state-supportive services to LEP persons and programs

2. program planning, implementation and coordination
3. program evaluation
4. identifying funding sources
5. identifying LEP cultural and linguistic characteristics

This list of content areas should not be considered complete or necessarily representative of the inservice training needs of a particular educational agency. Workshop content should be developed with direct input from the actual target group for each workshop. Such input may be gained either by holding exploratory information gathering workshops and/or by the use of needs assessment instruments. A selection of needs assessment instruments is included in this report.

STEP VII: DEVELOP WORKSHOP DELIVERY MODEL

The project has developed a model for delivery of inservice workshops on a state, regional and local level. Outlines of various methods of organizing workshop presentation are described in the block diagrams on subsequent pages.

It is recommended that all workshops follow the guidelines below.

1. Begin with state conference level workshops, particularly where matters of educational policy are included.
2. Follow with district level workshops (the five vocational education regions of Florida).
3. Include county-level or local administrators when presenting activities to instructors.
4. Begin workshops with general orientation and awareness activities: activities designed to sensitize educators to the problems of working successfully with LEP students and adults.
5. Incorporate general awareness activities leading directly to skill development activities. Vocational and ESL instructors prefer workshops which provide specific procedures and activities directly applicable to the classroom laboratory.

In order to function effectively, it is necessary to coordinate the inservice training activities of administrators with those of instructors. It is recommended therefore, that workshops which contain both groups be organized in the following manner.

1. begin workshop with activities of interest to both groups in a morning workshop session
2. divide into separate groups in the afternoon to work on specific topical activities unique and of interest to each group

3. recombine into one group to share conclusions and plans

To encourage greater participation in training workshops, a series of letters is recommended in the following sequence:

1. invitational letters to superintendents and other vocational administrators
2. workshop announcement letter with agenda to prospective participants Note: These two letters must be sent months in advance of the workshop.
3. reminder letter as workshop approaches, including additional updated information or organization of content

STEP VIII: CONTACT TARGET GROUP

One of the most critical aspects of conducting successful inservice training workshops is the contacting of prospective participants. As workshops frequently require the payment of "released time" from other educational activities (particularly for instructors) participants need to be contacted several months prior to the workshop. If instructional personnel are to attend a regional or statewide workshop, each school district must be contacted to determine feasibility of attendance.

The Department of Education has developed guidelines for requesting the participation of educational personnel in training workshops. A copy of these guidelines is included (See Appendix R) in this report.

STEP IX: DELIVER WORKSHOP

The most difficult aspect of conducting a training workshop seems to be maintaining the agenda schedule. It is recommended that the goals of the workshop be clearly stated on the agenda as a tool in keeping workshop activities on schedule and on-task.

STEP X: WORKSHOP FOLLOW-UP

After completion of an inservice training workshop it is critical to conduct follow-up activities to encourage continuation of efforts. During the development of this project, a recapitulation of all task force or workshop activities was sent to all participants. One of the greatest

benefits of holding workshops is the forging of new linkages between educators and between institutions. It is recommended, therefore, that each workshop conclude with the creation of some mechanism for continuation of this most beneficial inter-communication. This can often be achieved by providing brief recapitulations to vocational or ESL newsletters and journals, county publications for teachers, community college and university publications, and by news releases to professional organizations.

MODEL DEVELOPMENT - BLOCK DIAGRAMS

The advisory task force developed a model for the organization and presentation of a series of inservice workshops for vocational educators working with LEP populations. This model is presented in block diagram form on subsequent pages.

Diagram "A" illustrates an inservice model for a statewide, regional, and joint regional/state series of workshops. The general pattern is to present a general orientation and information dissemination workshop for all target groups initially, and then to present individualized workshops for specific target groups dealing with their specific areas of interest.

Diagram "B" incorporates four target groups in a series of workshops beginning with a statewide meeting and continuing with workshops geared to the needs of local county programs.

Diagram "C" presents an organizational plan for area vocational centers administrators and teacher educators leading to workshops presented on a regional basis. The five vocational education regions of Florida would be targeted by their own meeting.

Diagram "D" proposes workshops coordinating the activities of state personnel, vocational and ESL teachers, bilingual, migrant, and adult education personnel, and the Department of Health and Rehabilitative Services and C.E.T.A. programs.

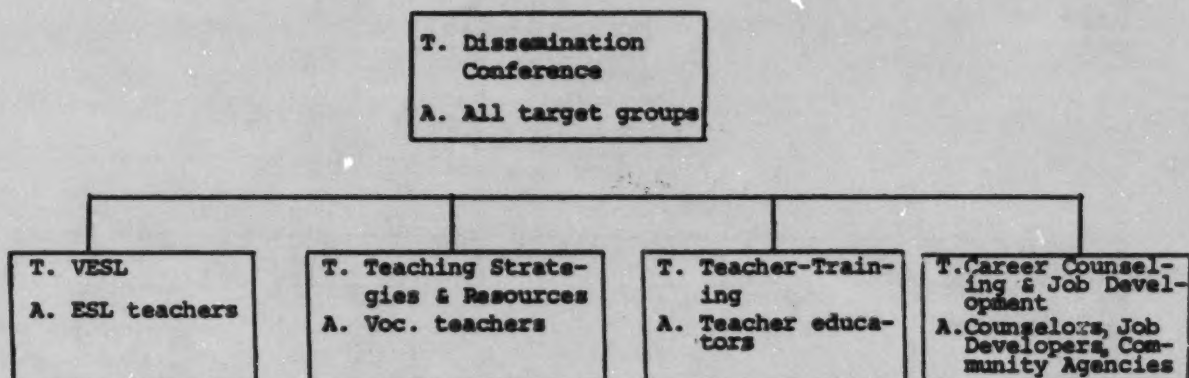
The block diagram "E" illustrates the recommended structure of individual group workshops. The workshop should begin with a general awareness session involving all workshop participants to establish specific areas of interest and concern to be addressed by the workshop. Subgroups are later organized for individual sessions to consider topics of concern for specific educator groups. One member of each group should act as moderator and recorder for the group. It is recommended that the subgroup members be identified prior to the lunch break as this will permit them to spend additional time together and form a more cohesive group.

After the individual group discussions are concluded, the recorder of each

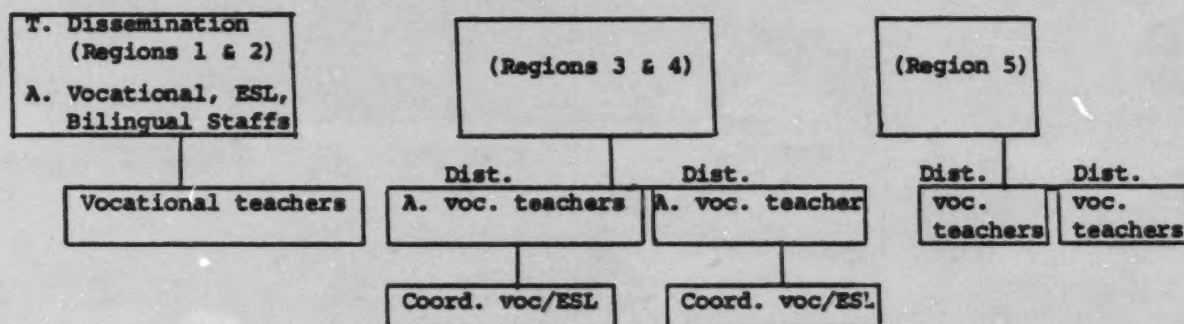
group reports their activities and conclusions when all subgroups have reunited for an afternoon general session. The afternoon session is of critical importance to the success of the workshop. It is imperative that the participants develop a general consensus of opinion and develop written conclusions and implications for improving vocational education's effectiveness with LEP populations.

I. Statewide Series

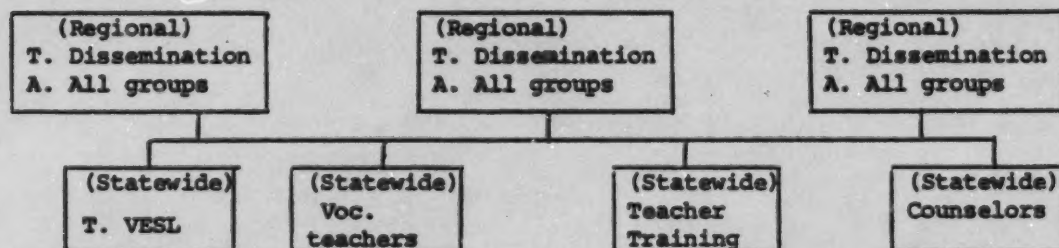
INSERVICE MODELS



II Regional Series - Vocational Emphasis

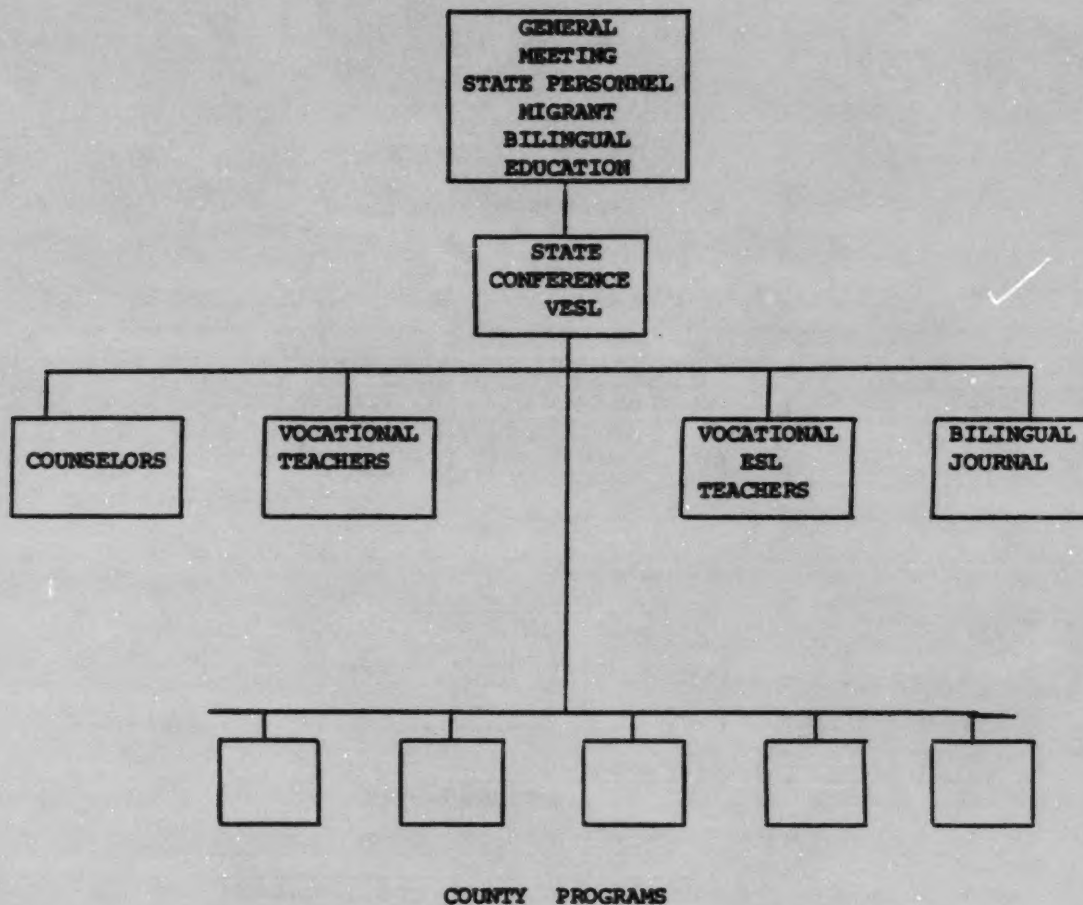


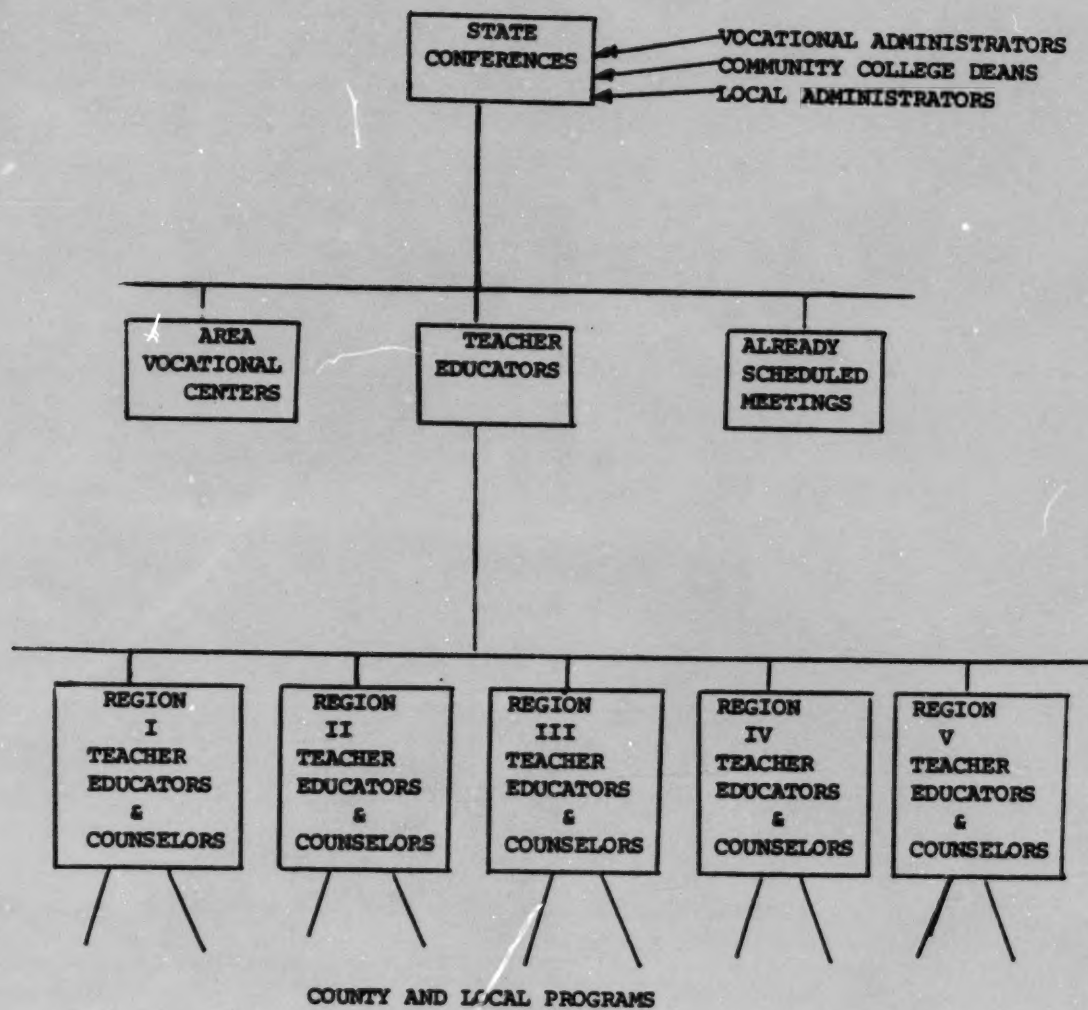
III Regional - State Series

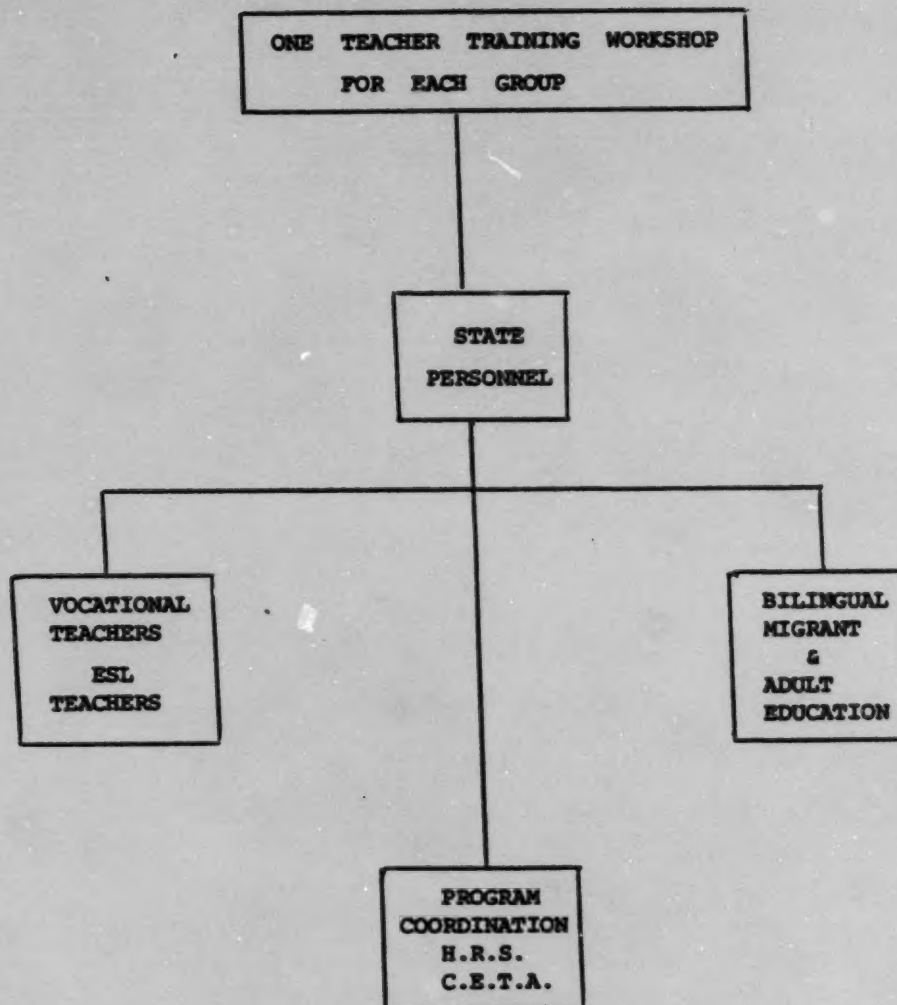


T: Topic

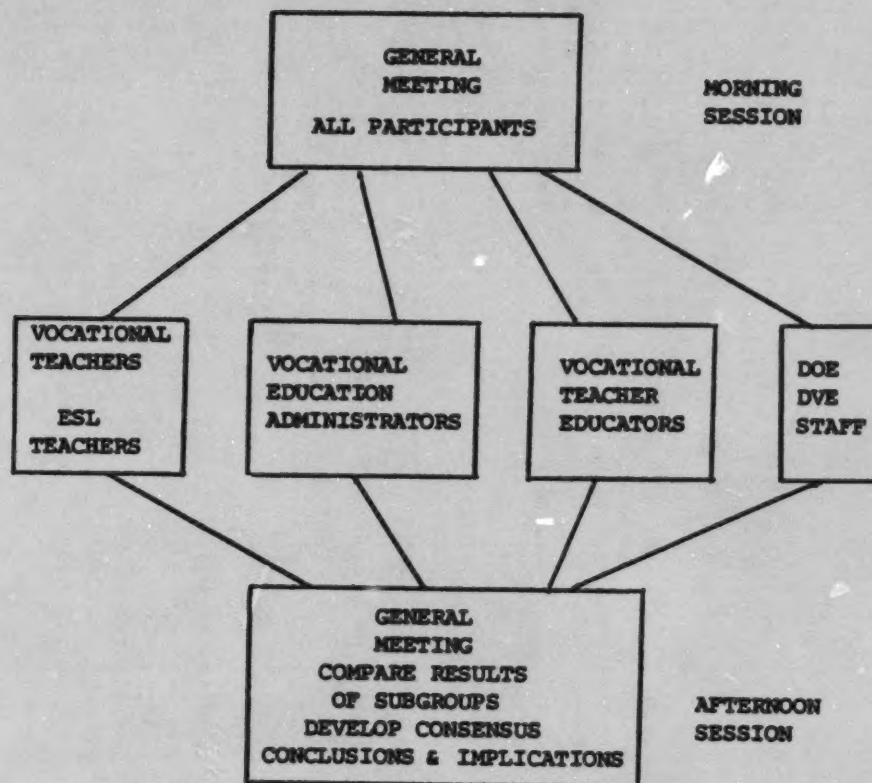
A. Audience







STRUCTURE OF MEETINGS



Content Areas of Interest by Educator Groups

Vocational Administrators

Culture
Funding
Assessment
Identification
2nd language

Vocational Teachers

Assessment
Adapt materials
Adapt instruction
Use of L₁ (for the
majority)
Use of L₂ (for the
minority)

VESL Teachers

VESL VS ESL
VS Pre-vocational
ESL methodology
Assessment
Vocational Content
Curriculum
People skills

Teacher Trainers

Assessment
Funding
2nd language
Evaluation
Legal Aspects
BVT training models
Program evaluation

Linkages and Resources

Common To All

Support Staff

L₁ - L₂
Teaching Strategies
Cultural Aspects

State Personnel

Identifying Culture
and language
Funding
Definitions
Program evaluation
Program planning

Business/Industry

Sensitization to LEP's
Funding

STATEWIDE WORKSHOP

May 20, 1982

SUCCESS WITH LIMITED ENGLISH PROFICIENT STUDENTS

AGENDA

FIRST STATEWIDE WORKSHOP FOR VOCATIONAL EDUCATORS

May 20, 1982

International Host Hotel

Tampa, Florida

8:30 - 9:15	Registration and Welcome	Dr. Dominic Mohamed
9:15 - 9:30	Introduction and Orientation	John Juergens
	1. Overview of Project	
	2. Introduction of Consultants	
	Mary Galvan	
	Jeanne Lopez-Valadez	
9:30 - 10:30	Serving the LEP Population	
	Presentation by Mary Galvan	
10:30 - 10:45	Break	
10:45 - 11:30	Identification of Local Needs	
	Discussion and Assessment of Need	
11:30 - 11:45	Reports of Discussions	
	Evaluations and Implications	
11:45 - 1:00	Lunch	
1:00 - 2:15	Identification of Programs and Resources	
	Group Discussions	Jeanne Lopez-Valadez
		Mary Galvan
2:15 - 2:30	Break	
2:30 - 3:00	Reports and Conclusions from Groups	
3:00 - 3:45	Linkages for Success	Jeanne Lopez-Valadez
	Models for Delivery of Workshops	
	Resources and Materials	
3:45 - 4:00	Implications for Vocational Education	
	Conclusions	

SUMMARY OF GROUP DISCUSSIONS

LEP ADMINISTRATORS WORKSHOP

TAMPA - MAY 20, 1982

REPORT OF GROUP DISCUSSIONS

The round-table discussion groups provided an opportunity for participants to share information about their programs. The groups were asked to respond to the following questions:

1. What are your present programs and activities?
2. What particular problems or needs have been identified?

The following are highlights from these discussions.

Present Activities

There was general agreement that Florida has a large LEP population whose vocational education needs must be met.

All counties represented had extensive ongoing programs for LEP's.

Bilingual teacher aides were widely used, particularly in subject areas where bilingual instructors are difficult to find.

Attempts are being made to coordinate the activities of county social services, the state employment service and educational agencies.

The Florida Consortium of Multilingual and Multicultural Education F-COM is a state level organization established with approval of the Board of Regents to bring educators together and share information. Each member of the board is a contact person for school systems, institutes of higher learning and community colleges. Contact person for our group is Mary Johnson, 2255 Central Ave., Ft. Myers, Florida, (813) 334-1102 ext. 404.

The community colleges vary considerably as to the LEP populations they served.

Hillsborough Community College reported a large population of Cuban students; with many Mariel refugees.

South Florida Jr. College has a LEP population which varies from Mexican migrants to Cubans to wealthy South Americans.

Santa Fe Community College has an ongoing contract with the Mexican government to train students in electronics.

Gulf Coast Community College has a large LEP population of Vietnamese, Chinese, and some Europeans.

St. Petersburg Vo-Tech utilizes an Indo-Chinese interpreter who goes into the vocational classroom to provide assistance. They have produced a tape glossary of technical words for each vocational area. Lists of tools and safety instructions are also included.

A popular technique is to use bilingual student aides as peer tutors. They can also be used to develop a series of cassette technical language tapes. This is especially valuable in those languages where there is little bilingual material available.

A question was posed at this point, "Do you refuse LEP students because you have no interpreter or materials in his native language?"

Schools have a need for assistance in developing bilingual education programs for the less common languages.

Problems and Needs

It is difficult to identify LEP populations in the community; most of what is known is based upon only those persons who join a limited English program.

It is difficult to find bilingual vocational instructors, particularly for languages other than Spanish.

Vocational centers need programs dealing specifically with the LEP drop-out.

There is need for an inservice program for instructors of technical health, and public service; teaching them how to cope with LEP's.

Suggested workshops were:

1. Workshops for re-training of ESOL instructors who have been trained only in traditional methods.
2. Workshops in cultural awareness for vocational educators. Many educators have never developed an awareness of cultural and language problems.

Several vocational centers described wide variance of LEP student populations and needs within a single center. A suggestion was made to coordinate efforts among centers to identify LEP groups with related problems and cooperatively develop program strategy.

Several groups identified a need for greater communication. Improved sharing of information would eliminate much duplication of effort.

Concern was expressed that there seemed to be a lack of involvement at the State level. Several participants wanted to know where they should go to apply pressure.

A vocational newsletter for solving LEP problems was suggested. Information sharing on counseling LEP's is especially important.

A system is needed to provide improved career guidance as students progress through vocational centers. Too many students are "dropped" where there is room.

LEP programs in Florida seem to have an uncoordinated "shotgun" approach serving vocational needs.

There is a need for program linkage from language proficiency, to attainment of the high school diploma, to vocational training.

Schools need to know what community services are available to LEP's.

We need to develop the ability to go to the community and say we have the people who can fill specific positions.

Mary Galvan, as a member of a discussion group, described a program in Denver where business and industry contracted with community colleges to help train LEP's for positions in their companies. The companies received good workers, and their attitude toward bilinguals improved.

There is a need for greater access to bilingual materials-bibliographies-reference materials.

Certain technical areas such as computer science have a great need for bilingual materials.

There is a great difficulty in finding bilingual vocational instructors. This is especially true in languages other than Spanish.

Bilingual instructors and materials are very scarce for Indo-Chinese or Haitian students.

Lome LEP students cannot read or write in their own native language. Many of these students are placed in IMTS programs, which are not designed for limited English students. Many LEP's are also in need of remedial training in their native language, and their barrier to success is not just a lack of competency in English.

Many college programs cannot take LEP's unless they can read at the tenth grade level.

We should consider the social welfare costs of not providing adequate training to LEP students.

Some IMTS programs have located external sources of funding to add a LEP component for its students.

IMTS program leaders asked for more contributors to newsletters. Assistance may be needed to help vocational educators write published articles about their activities.

There was general agreement that more sharing of information and resources is essential to improving vocational education to LEP's.

SUMMARY OF CONSULTANT PRESENTATIONS

LEP ADMINISTRATORS WORKSHOP

TAMPA - MAY 20, 1982

Serving the LEP Population

presentation by Mary Galvan

Mary Galvan's presentation was organized around four components of bilingual education which were expressed as rights of students in educational programs. These components and methods of delivery are described in this report.

Component 1

"Every student has a right to understand what is being done to him, and a right to be understood when he responds to that program of instruction."

Suggested Methodology:

- a) use a bilingual teacher in the vocational classroom/laboratory
- b) lay out tools and explain their function in the student's native language, then
- c) have student go to ESL class and find the names of those tools in English
- d) the student should then be required to use the names of those tools in English in the vocational class
- e) the same should be done for safety related language.

"The length of time required to train the LEP student in vocational education is the same as the native speaker if you don't waste time while he is not understanding."

Component 2

"Every student has a right to use materials which are appropriate to him."

Suggested Methodology:

- a) bilingual curriculum materials
- b) utilize hands-on experiences instead of the textbooks.
- c) Each vocational class should have a task analysis of required skills and procedures translated into the students' native language. The use of a tape recording was recommended.

Component 3

"Every student has a right to receive instruction built on the strength of the two cultures."

Suggested Methodology:

Establish cultural awareness training for the vocational instructor.

The goal of vocational educators is to prepare the student culturally for the American marketplace. The student will not reach that goal, however, unless the instructor knows something about his cultural background.

Component 4

"Each student has a right to maintain his own language while he is learning English as a second language."

Considerations:

- a) Any contributors to the development of the first language will help the development of English as a second language.
- b) There is a greater progress in ESL when there is some dependence on the first language.
- c) The English taught in ESL classes should be "job-specific".

Definition of Job-specific English

Job-specific English is that language which deals with those types of messages communicated in the vocational classroom or on the job. These messages include:

- a) names of tools, equipment, and materials
- b) work-related locational directions (up, down, left, right, etc.)
- c) time relationships
- d) work processes
- e) warnings and cautions
- f) reasons for actions - why you do things a certain way
- g) instructions about the work process
- h) evaluative statements about quality of work
- i) statements of need

This represents the kinds of English that should be taught in the ESL class.

LEP ADMINISTRATORS WORKSHOP

TAMPA - MAY 20, 1982

Programs and Resources for Serving the LEP Outline of presentation by JEANNE LOPEZ-VALADEZ

I. Needs of the LEP (Traditional Services)

A. Career and vocational training

1. career and vocational counseling
2. bilingual support during training
3. development of salable skills
4. job placement and follow-up.

B. Language and Culture (Support Services)

1. Vocational Specific ESL - learning the specialized language needed to communicate in vocational programs and on the job.
2. Culture training - eliminating cultural misunderstandings; learning cultural expectations of the workplace.

C. Individual Needs - Needs related to socioeconomic or refugee status

1. child care and health care needs (additional services required)
2. arranging transportation to training centers or workplace.
3. career guidance specifically for LEP's
 - a. information on career options - career exploration
 - b. learning technical language from different occupational clusters
 - c. improved placement in vocational programs based on students' career aspirations,
 - d. appropriate behavior on the job
 - e. knowledge of employers' expectations
 - f. explaining workers' rights and benefits.

II. Models for Vocational Training

A. Supplementation Model

1. monolingual vocational teacher uses bilingual vocational materials to supplement regular program.
2. bilingual material concentrates on vocationally related language, such as work procedures and safety language.
3. peer tutors - bilingual tutors meet with students during library period or after school. Some schools pay them under a work-study arrangement.

B. Modification Model

1. modify classes by using bilingual vocational instructors (if available)
2. vocational instructors are given intensive training on how to adapt their instruction.
3. bilingual aides work with students in the class, and meet regularly

3. after class to clarify important points covered in each lesson.

C. Innovation Model-Development of Special Classes and Programs

1. special classes on career or vocationally related English
2. specialized typing classes - typing practice is also an ESL drill
3. teaching the LEP vocational students to become bilingual, and use that ability as a salable skill
4. Bilingual Vocational Training
 - a. students receive individual assessment and initial counseling
 - b. students are enrolled concurrently in vocational or job-specific English class and in vocational program with bilingual support
 - c. counseling continues throughout training; students receive employability training and job placement
5. independent living skills - LEP students may need help adapting to new diet, kitchen appliances, and household facilities

III. Models for Language Component

- A. One-to-one tutoring by ESL teacher (simplest model)
- B. Give students independent worksheets exploring different occupations in different languages
- C. Specialized classes that deal specifically with vocational or career education
- D. Career English classes
 1. ESL training concentrates on learning about careers, and employability skills
 2. English training is related to particular occupations
- E. Cultural training - usually integrated into ESL, vocational training, and counseling. Primary responsibility for teaching culture is usually placed with ESL instructors because they have the best means of communicating that knowledge.
- F. Culture instruction should also be incorporated in the vocational classroom. There is a need for vocational instructors to receive cultural sensitivity training. (for example)
 1. use of time clocks in vocational classroom - attitudes toward time are culturally acquired.
 2. cultural captions - short activities in which a student reads about an incident and tries to determine why the problem arose and how to deal with it. It is a nonthreatening exercise useful for dealing with LEP's personal problems.

The remainder of the presentation was devoted to the dissemination of recommended resource materials.

NEEDS ASSESSMENT RESULTS

One of the specific objectives of the project was to identify the training needs of vocational educators working with LEP populations. To this end, a number of needs assessment instruments have been identified and are included in the appendix to this report. One of these instruments was distributed to the participants of the State-wide Administrators' Workshop held in Tampa on May 20, 1982.

The needs assessment instrument used in the workshop consisted of two parts; one part designed to measure the difficulties the participants have experienced or anticipate in providing vocational education to LEP persons, and the other to measure available vocational services and resources.

The results of the first part were used to identify those problem areas deemed most troublesome for vocational educators.

The chart below indicates the percentage of respondents who indicated the area specified to be "troublesome" by marking a "4" or "5" on the instrument.

<u>Question</u>	<u>Percentage of responses indicating area to be "troublesome" (4 or 5)</u>
1. Staff members do not understand or are not aware of the problems LEP persons face.	54%
2. There is not enough money to provide these students with what they need.	57%
3. The materials and/or curricula we have are inadequate for the students' needs.	59%
4. There are difficulties in providing the following support services to LEP persons:	
A. Bilingual counseling	45%
B. Appropriate assessment	52%
C. Financial aid	61%
D. Job placement	78%

- | | |
|---|-----|
| 5. It is difficult to get bilingual staff members. | 62% |
| 6. The administration of the institution does not give enough support or leadership. | 35% |
| 7. There is not enough time to meet the needs of all who need assistance. | 66% |
| 8. Teachers lack specific instructional skills and strategies for working with LEP persons. | 72% |

N=32

The areas of greatest problems to educators were in providing services for job placement (78%) and in providing teachers with specific instructional skills and strategies for working with LEP persons (72%). The area of least difficulty, (35%), was in securing the support or leadership of the institution administration

The second half of the needs assessment instrument identified the types of vocational services and resources presently available to vocational educators working with LEP persons. The highest availability was "Special Classes" with 72% of the respondents indicating that service was available. "Bilingual Staff" and "Bilingual Vocational Materials" were both identified as available by 65%. The only area identified available by less than 50% was "Bilingual Assessment and Diagnostic Procedures." This seems to be the area in greatest need of improvement.

PARTICIPANTS' COMMENTS ON THE WORKSHOP

Workshop Questions

The following questions were presented to the workshop participants as a means of evaluation.

1. General evaluation of workshop.
2. What portion of this workshop was of greatest value to you?
3. What are its implications for vocational education?
4. Where do we go from here to continue the statewide effort?

PARTICIPANTS' COMMENTS
ON THE WORKSHOP

1. I appreciated being with others involved in VO-TECH situations. Mary Galvan's insights are always right-on-target. Jeanne Lopez-Valadez was efficient and helpful.
 2. The greatest benefit was receiving the handouts of resource materials.
 3. Vocational Ed. has to deal with the LEP student. The future will entail more of this student population.
 4. We must be willing to share ideas and materials that we have used or developed. If we could be able to have copies of hands-on materials to use in the classroom, this would help my needs now.
-
1. Presenters were excellent.
 2. a. Concept of voc. tr. for LEP as outlined by Mary.
b. Materials- biblio.- handouts.
 3. Will open voc. ed. to numerous individuals now excluded. Will bring about closer liaison between adult ed. and voc. ed.. Remove discriminatory practices to LEP students.
-
1. Timely, accessible, convenient.
 2. Mary Galvan's presentation and review of present needs and consideration of possible ways of meeting these needs.

Evaluations (cont.)

3. There is a great need for the establishment of a central coordinating body (a clearinghouse) at a statewide level for centralization and dissemination of information on materials, techniques, existing programs, resources available, etc.
 4. Press Florida State Department of Education, Vocational Division to organize and maintain a central clearinghouse mentioned in #3 above for VESOL programs in state. Initiate inservice and preservice training on how voc. ed. instructors can teach/work effectively with LEP populations.
-
1. A good idea to get people together to talk about ESL. Good consultants. Good planning.
 2. I learned more about what is going on.
 3. Administrators of Voc. Ed. should keep up to date with the problem.
 4. Possibly this could be the beginning of working together. We could work at the Voc. Conference in August. This could help provide coordination.
-
1. Contact was established among the various programs now underway in V-ESOL. Resource materials were distributed that will prove useful.
 2. The consultants were quite candid and provided a wealth of information to program participants.

Evaluations (Cont.)

3. A definite proposal is to immediately create a task force that will investigate in detail the various programs now underway; what's happening in those programs; materials-techniques used in those programs.

4. A newsletter will be of great benefit and perhaps include articles on VESOL in the Vocational Journal.

1. Inadequate scheduling as to use of time, (too short).

Excellent location.

Not enough time given to consultants.

Excellent consultants.

Not enough Administrators present; missed the target population originally identified.

2. Information given by consultants was most helpful.

3. In order for vocational impact to be maximized, staff training in vocational and VESOL instruction and administration must be provided.

4. Support for VESOL must be expanded. The State must maintain the level of effort required to meet need. The work must be continued.

1. Consultants were very good.

2. This was really an orientation to me. I was not familiar with the program but feel much more knowledgeable now. Contacts - resources most helpful.

Evaluations (Cont.)

3. For areas (or classrooms) with LEP students, this is very important.
 4. I am going to contact administrators in my county to find what is currently being done.
-
1. Would like to have heard more of Ms. Galvan and Ms. Lopez-Valdez. Some wasted time was spent passing out papers and with long introductions. Overall, it was enjoyable.
 2. Jeanne Lopez-Valdez's specific information and resources.
 3. That LEP's can be successful in vocational programs with appropriate and effective support services and they can be an asset to the school and community.
 4. School districts should begin to take initiative to move LEP's into vocational classes.
-
1. Very good.
 2. Mary Galvin.
 3. a. Vocational and ESL need to get together more and cooperate more with one another.
b. More workshops.
c. More information on what services are available to the different schools or agencies.
 4. Continue on with other programs like this on a bigger scale with some suggestions to higher administration at the state level.

Evaluations (Cont.)

1. Informative.
2. All.
3. The impact will probably be minimal at the present. Vocational ESL is not yet a matter of much administrative/legislative/public concern.
4. If you have a VESOL problem, lobby on a local level. If and when, enough people know about it, funding for solutions may become available.
Extra comment- Based on current local, state and Federal attitudes toward employment of non-native Americans, I would not make any big plans for a serious coordinated VESOL program in the near future, if I were on the task force.

1. Extremely beneficial!
2. Being able to get together and share ideas. Not enough time to cover problems adequately.
3. The concern and needs have been made apparent. Now we need to continue the workshops on a local and state level to be able to implement solutions.
4. The biggest problem of all is lack of coordination and communication - I just hope it doesn't die here. A clearing-house could help. A joint meeting of TESOL and Vocational educators perhaps?

Evaluations (Cont.)

1. Excellent, I met people and obtained ideas, very resourceful and organized.
2. All.
3. The fact that all those LEP students are not only going to learn survival skills but be able to obtain vocational training and later on get a job.
4. Hopefully this is only the first of many workshops to come. Also, hopefully, since we have a statewide need and concern, there should be a statewide effort to establish a pretty uniform coordinated system within Florida.

1. Good information and consultants. Major objectives were not clear consequently the process wasn't apparent.
2. Presentations by consultants and handouts.
3. Dialogue is important, however, the implications for vocational education are not well-defined. Activities like this are important in developing agendas for change and program improvement.
4. There is a need for careful examination and planning to more fully develop VESOL and regional and statewide program coordination.

1. Good presentation. Much information.
2. Mary Galvin.
3. Much change needed. As with handicapped students, programs

Evaluations (Cont.)

must adapt without compromising students.

4. Need publicity for successful programs. Scope of problem needs to be publicized.
1. Mary Galvin- Dynamic speaker, well versed, biased-but positive approach. Jeanne Lopez-Valadez--excellent resources.
2. Resource lists.
3. Need for coordination of resources within agencies. Need for coordination of services with adult ed., CBO's other districts, etc.
4. Follow-up within State.
1. Generally very valuable. Mary Galvan's presentation was excellent. The group session could perhaps be a little better organized (that is, given more specific direction).
2. Mary Galvan's presentation.
3. Greater focus (and emphasis) should be given to the special needs of LEP "clients" who are potential labor resources to match with real employment opportunities. English language methods and materials for adult LEP students are not similar to those applicable to young beginning-reading students.
4. Workshop type activities designed to address specific tasks, problems, concerns- and to (attempt to) reach consensus and outline workable procedures.

Evaluations (Cont.)

1. Workshop was very good. Consultants were excellent. Limited time provided for sharing of so much information which is greatly needed.
 2. Mary Galvan's presentation was great. Her comments and indications of success were very motivating.
 3. The implications are that there is a great need for LEP staff deliverers to share ideas so that more LEP's can be served and served more effectively by vocational education.
 4. Can a task force (organization) be established for purpose of pooling efforts and information which would be helpful in training LEP's?
-
1. Great! All areas.
 2. Sharing info from other teachers and vocational programs.
 3. Hopefully- to progress towards more cohesiveness.
 4. See #3.
-
1. The best and most useful of all the meetings we've had. Things came together and I got some good solid info.
 2. Contacts from many sources plus the information handouts.
 3. The coming together of ESL and Vocational Ed. is an excellent beginning for Florida - the coming thing for ESOL.

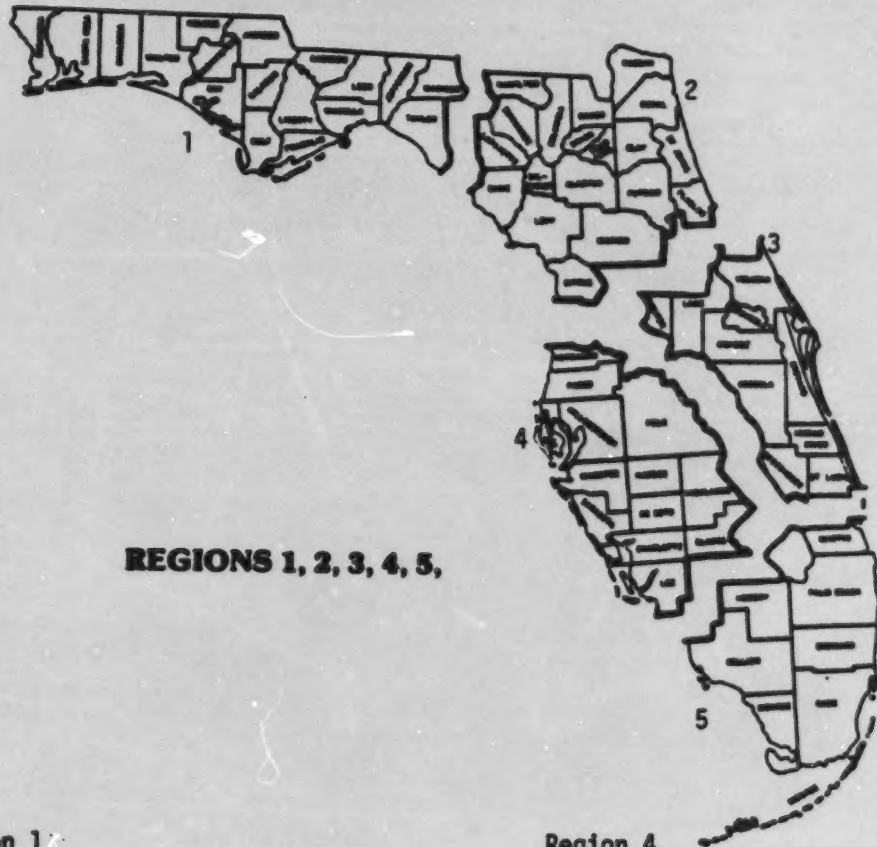
Evaluations (Cont.)

4. We need more projects like this one to go on with more workshops: workshops for teachers. Can someone get another grant to continue? One workshop is good but more brainstorming needed together.
1. Excellent workshop, for a change. Good to hear input from professionals from all over the state. Realize that there is a lot more information and resources available than I thought. Appreciated thoroughness of coverage of techniques and strategies. Realized that administrative conflicts of interest exist. Appreciated centrality of location of conference, but wish refreshments had been more satisfactory. Enjoyed making contacts to help me immediately in solving my teaching VESL problems.
2. Exposure to Mary Galvan's comprehensive work and Jeanne Lopez-Valdez's work.
3. I've only been working with VESL for five weeks and can't really project future implications. Seems that it depends on the amount of immigrants the U.S. absorbs.
4. Serious teachers read teaching journals for latest developments to keep up with the latest materials, resources, etc. available. Unfortunately, time and money are scarce commodities for all of us. From here, I hope that we can continue to share ideas through publication of articles and strategies in educational bulletins and occasionally get together like this to summarize and get inspired to keep working together and building better state-wide communication channels.

WORKSHOP PARTICIPANTS

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COUNTY REPRESENTATION
LEP ADMINISTRATORS' WORKSHOP
Tampa, Florida
May 20, 1982



REGIONS 1, 2, 3, 4, 5,

Region 1

Bay
Leon

Region 2

Alachua
Duval

Region 3

Brevard

Region 4

Hardee
Highlands
Hillsborough
Lee
Pasco
Pinellas

Region 5

Broward
Collier
Dade
Palm Beach

LIST OF PARTICIPANTS
LEP VOCATIONAL EDUCATORS WORKSHOP
Tampa - May 20, 1982

NAME	INSTITUTION	MAILING ADDRESS	TELEPHONE
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James R. Peck, Consultant	Voc. Special Needs (North) Dept. of Education	Tallahassee, FL 34301	(904) 488-5965

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Rosy Trennert	Dade County Public Schools	1450 NE 2nd Ave. 307 HOB Miami, FL 33132	(305) 350-3434
69 Faye VanArsdall	Adult Education Mirror Lake	709 Mirror Lake Dr. St. Petersburg, FL 33701	(305) 821-4593

CONCLUSIONS AND IMPLICATIONS

"Teaching and Working Successfully With Limited English Proficient Students and Adults in Florida" was a project designed to develop and implement a statewide model for planning and presenting inservice/preservice training activities for vocational educators working with LEP populations. This final report describes the model in detail, as well as providing a complete history of its development. The administrators workshop held in Tampa on May 20, 1982, was the first step in the implementation of this model.

Several important observations were made by both advisory task force members and workshop participants which can have considerable impact on the ability of vocational education to successfully teach and work with LEP populations.

1. The large variety and complexity of LEP programs in Florida have made it increasingly difficult to adequately share knowledge of successful teaching strategies, resources and materials on a statewide basis.
2. Vocational and LEP programs can greatly benefit from such information sharing, eliminating much duplication of effort, increasing resource utilization and improving professional development.
3. There is a need for a single, well publicized, statewide source of information on all vocational/LEP programs, strategies and resources which is readily available to both administrators and individual classroom teachers.

The comments and evaluations made by the participants of the May workshop in Tampa provide additional conclusions and implications for vocational education and are included in this report. It is the hope of the project staff that this final report represents not the end, but the beginning of improved and continual efforts on the part of vocational education to meet the growing educational needs of limited English proficient persons in Florida.

APPENDICES

LETTERS OF INVITATION



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

PENDIX A

Joe D. Mills
Director
Division of Vocational Education

December 11, 1981

Dear

On the recommendations of Dr. John A. Carpenter, Dean, School of Education, Florida International University and his vocational teacher educators and with the concurrence of our divisional staff in the Special Needs Program Section, I am pleased to request your appointment to serve on an advisory committee to assist in the development of a needs assessment instrument which will be used to provide information to help the Division plan guidelines, inservice activities and instructional materials for persons with limited English speaking ability. The title of this project is VESOL - Vocational English for Speakers of Other Languages.

The VESOL project is funded by the Division of Vocational Education, Department of Education, through Florida International University. It is anticipated that there will be no more than four of these one day meetings scheduled during the year. Travel, per diem, and incidental expenses directly related to this project will be reimbursed by Florida International University.

If you are willing to serve, please notify Dr. Dominic A. Mohamed, Project Director, Florida International University, (305)554-3388 or Mr. John Juergens, Project Coordinator, (305)554-3398.

Respectfully yours,

Joe D. Mills, Director
Division of Vocational Education

shf

cc: Dr. Winnie Dickinson
Dr. James A. Barge

Copies of this letter were sent to the following people:

Dr. Carol Cargill-Powers
University of South Florida

Ms. Marje Cannon, ESL Instructor
Manatee Area Voc/Tech Center

Ms. Mary Clark
Coordinator, IMTS and ESL
Gulf Coast Community College

Dr. John T. Coursey, Director
Lindsey Hopkins Tech. Center (Dade County)

Ms. Meredith McCleary
Curriculum Supervisor
Broward County

Ms. Grace Somoza
ESL Instructor
Collier County

Ms. Sue Tretakis
Instructional Resource Specialist
Broward County

Mrs. Bertha Leyva, Coordinator
Robert Morgan Technical Center
Dade County

Mr. Eddie J. Pearson, Executive Director
Vocational & Adult Education
Dade County

Dr. Carlos Alvarez, Director
SABES
Florida International University

Mr. Miles Bacon, Director
Vocational Education
Palm Beach County

Carbon Copies of this letter were sent to the following people:

Dr. James A. Barge

Mr. Joe F. Leatherman

Mr. Raymond F. Lee

Dr. Lewis E. Baber

Dr. John F. Standridge

Dr. Winnie Dickinson

Ms. Meredith McCleary

Ms. Goldie Oross

Dr. William W. Perry

Mr. Eddie T. Pearson

Mr. Clarence Turner



RALPH S. TURLINGTON
COMMISSIONER

STATE OF FLORIDA DEPARTMENT OF EDUCATION

TALLAHASSEE 32301

Joe D. Mills
Director

Division of Vocational Education

April 2, 1982

MEMORANDUM

DVE 82-31

TO: County Directors of Vocational Education, Area Center
Directors, Community/Junior College Occupational Deans,
Vocational Teacher Educators and DOE/DVE Program
Consultants

FROM: Joe D. Mills, Director, Division of Vocational Education

SUBJECT: English as a Second Language (ESL) Workshop for Vocational
Educators, May 20, 1982, Tampa, Florida

I am pleased to announce that Florida International University, in cooperation with the Division of Vocational Education, Special Needs Program for the Disadvantaged, will be presenting a special statewide workshop for County Directors of Vocational Education, Area Center Directors, Vocational Teacher Educators, Occupational Deans, and DOE/DVE Program Consultants who are working with school districts that have limited English proficiency (LEP) clientele. This workshop is a result of a task force which I recently appointed to plan more effective ways of providing vocational education to LEP clientele.

This workshop will be held in the Pinellas Room of the Tampa International Airport Hotel on Thursday, May 20, 1982 from 9:00 a.m. to 4:00 pm. Presentations will be made by nationally known consultants in vocational ESL programs. If you plan to attend, please notify Mr. John Juergens, Project Coordinator, (305) 554-3398 or Dr. Dominic A. Mohamed, Project Director (305) 554-3388 at Florida International University.

If you plan to stay overnight, please make your own hotel reservations by calling (813) 879-5151. Project funding has no provision for paying expenses incurred for this workshop. There will be no registration fee.

We are looking forward to seeing you at this important workshop.

shf

cc: Community College Presidents
Superintendent of School Districts
Task Force Members



FLORIDA INTERNATIONAL UNIVERSITY

TAMiami CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

May 7, 1982

M E M O R A N D U M

TO: County School Superintendents, County Directors of Vocational Education, Area Centers Directors, Community College/Junior College Occupational Deans, Vocational Teacher Educators and DOE/DVE Program Consultants

FROM: John G. Juergens, Coordinator, LEP Workshop

SUBJECT: May 20th 1982 Administrators Workshop in Tampa

Florida International University is presenting a statewide administrators workshop for vocational educators who teach or work with limited English proficiency (LEP) students. This workshop will be held in the Pinellas Room of the Tampa International Airport Hotel on Thursday, May 20th. The workshop is a result of a task force appointed last year by Mr. Joe D. Mills, Director, Division of Vocational Education, State Department of Education.

The members of the task force identified several statewide needs for vocational educators working with LEP populations. They include the following:

- A. Improved communication and coordination among school systems, community colleges, universities, vocational centers and other local education agencies, and the Department of Education,
- B. Improved sharing of information, technical assistance, and resources to produce less duplication of effort and greater economy,
- C. Increased dissemination of instructional materials for LEP'S,
- D. Coordination between vocational training programs and ESL instruction, and
- E. Increased use of business and community resources.

The task force concluded that a statewide series of workshops were necessary to meet these needs, with the first one to be held in Tampa on May 20th.

Presentations will be made by two nationally known consultants in the field of vocational ESL; Mary Galvan from Austin, Texas, and Jeanne Lopez-Valadez from the Illinois Department of Education. Both consultants have wide experience in their field, and have worked with Department of Education on many occasions.

SAMPLE NEEDS ASSESSMENT INSTRUMENTS

Distributed at Workshop

APPENDIX D

What are the difficulties you have experienced or anticipate in providing vocational education to LEP persons?

Directions: Please rate each problem on a five-point scale—circle the extent to which you feel the statement expresses a problem. (1 = no problem — 5 = extremely troublesome)

	<u>No Problem At All</u>					<u>Extremely Troublesome Problem</u>
1. Staff members do not understand or are not aware of the problems LEP persons face	1	2	3	4	5	
2. There is not enough money to provide these students with what they need	1	2	3	4	5	
3. The materials and/or curricula we have are inadequate for the students' needs	1	2	3	4	5	
4. There are difficulties in providing the following support services to LEP persons:						
a. Bilingual Counseling	1	2	3	4	5	
b. Appropriate Assessment	1	2	3	4	5	
c. Financial Aid	1	2	3	4	5	
d. Job Placement	1	2	3	4	5	
5. It is difficult to get bilingual staff members	1	2	3	4	5	
6. The administration of the institution does not give enough support or leadership	1	2	3	4	5	
7. There is not enough time to meet the needs of all who need assistance ...	1	2	3	4	5	
8. Teachers lack specific instructional skills and strategies for working with LEP persons	1	2	3	4	5	

AVAILABLE SERVICES AND RESOURCES

What types of vocational services and resources are available in your institution/agency for LEP persons? (check one for each item)

	<u>Available</u>	<u>Unavailable</u>	<u>Unavailable But Needed</u>	<u>Don't Know</u>
1. Special Classes	☐	☐	☐	☐
If yes, specify fully: _____				

2. Bilingual Staff	☐	☐	☐	☐
If yes, specify fully: _____				

3. Remedial or Tutoring Services	☐	☐	☐	☐
If yes, specify fully: _____				

4. Job Placement Services	☐	☐	☐	☐
If yes, specify fully: _____				

5. Bilingual Vocational Education Materials	☐	☐	☐	☐
If yes, specify fully: _____				

6. Bilingual Assessment and Diagnostic Procedures	☐	☐	☐	☐
If yes, specify fully: _____				

IMPLEMENTATION CHECK LIST

Regardless of the model selected to provide vocational instruction to LEP persons there are general program considerations which must be examined. The following check list is designed to assist in the implementation of both instructional and support services for this special needs population.

Philosophy

Does your local One and Five Year Plan for Vocational Education include goals related to the needs of limited English-speaking persons?

Instructional Services

Has existing *curriculum* been adapted or new curriculum developed to provide for the special needs of LEP persons, such as:

- the development of English language skills related to vocational instruction and employment
- an understanding of cultural values and attitudes related to the American educational system and the world of work
- the development of positive self-image
- an understanding of equal employment practices and resources

Has *staff* been hired, reassigned, or teamed to accommodate for staffing needs, such as:

- recruiter
- material developer/translator
- language tester
- bilingual vocational instructor/aide
- vocational ESL teacher
- program coordinator
- bilingual counselor or counseling aide

Do *inservice* plans provide for staff training in areas related to serving LEP persons?

Have instructional *materials* been acquired, adapted or developed which take into account the culture and language proficiency of LEP students, such as:

- vocational materials in simplified English
- bilingual or non-English language vocational materials
- vocational English as a second language materials
- bicultural/multicultural materials

Does the educational *testing and assessment* take into consideration language and cultural differences through:

- the use of bilingual staff for testing
- use of bilingual or non-English testing instruments
- the development of criteria to correlate educational training in the United States and other countries

Does *scheduling* of vocational courses take into consideration LEP student needs by:

- providing flexibility
- coordinating with other programs (bilingual, adult ESL, GED) to insure sequential student programs
- extending school day/week/term to accommodate special courses or supplemental instruction

Support Services

Have the *guidance and counseling services* been modified to meet the needs of LEP persons through any of the following:

- inservicing of counselors on bicultural techniques and LEP needs
- provision for bilingual psychological services
- acquisition or development of special English or bilingual materials
- referrals to or provision for social services (social work)
- involvement of LEP families — special meetings, bilingual mailings, family counseling, etc.

Do plans for meeting LEP persons' needs include *special services*, such as:

- transportation
- job placement
- day-care
- financial assistance

Facilities and Equipment

Are *facilities* available for supplementary activities for LEP students, such as:

- classrooms or meeting rooms for tutorial sessions
- language labs for language practice
- resource room for special materials

Has vocational programs offered at *sites* convenient to LEP communities?

Does your program possess or have access to *equipment* needed in the instruction of LEP students, such as bilingual typewriters or audiovisual equipment?

Recruitment and Enrollment

Has your program taken any special steps to *recruit and enroll* LEP students, such as:

- developing a mechanism to identify and report students with limited English proficiency
- hiring a bilingual/bicultural recruiter
- developing bilingual promotional materials for parents and students
- advertising in bilingual community newspapers and radio programs
- developing relations with social service agencies for referrals
- enlisting bilingual community support

APPENDIX F

The Arizona State Department of Vocational Education is in the process of planning a Bilingual Vocational Education Conference to be held in Tucson, Arizona, in March, 1981. The invitation will be extended to persons involved and interested in bilingual vocational education, bilingual education, and vocational education. The main purpose of the conference is to increase the knowledge and skills of participants and establish better communications among bilingual vocational and vocational education.

Check the following topics you feel would be beneficial to conference participants according to the following scale:

- | | XXX Very important | XX Important | X Not so important |
|--|--------------------|--------------|--------------------|
| ___ 1. vocational programs for limited English persons in existence | | | |
| ___ 2. teacher training programs available in bilingual vocational education | | | |
| ___ 3. assistant teacher training programs available in bilingual vocational ed. | | | |
| ___ 4. bilingual vocational materials available | | | |
| ___ 5. CETA programs involved in vocational training for limited English persons | | | |
| ___ 6. latest research in learning theories for limited English speakers | | | |
| ___ 7. legislative action and implications for bilingual vocational education | | | |
| ___ 8. the counselor's part in bilingual vocational education | | | |
| ___ 9. cultural factor in bilingual vocational training | | | |
| ___ 10. model programs for bilingual vocational education | | | |
| ___ 11. administrative barriers and concerns | | | |
| ___ 12. presentations on outcomes of AVA and NABE on bilingual vocational education | | | |
| ___ 13. non-traditional job opportunities | | | |
| ___ 14. drop-out factors and youth unemployment for persons with limited English abilities | | | |
| ___ 15. development of guidelines to establish better communication systems among vocational, bilingual vocational and bilingual personnel | | | |
| ___ 16. research in bilingual vocational education | | | |
| ___ 17. articulation among bilingual vocational, bilingual and vocational education | | | |
| ___ 18. articulation among secondary and post-secondary bilingual vocational education | | | |
| ___ 19. Other (Please specify) _____ | | | |
| ___ 20. Other (Please specify) _____ | | | |

If you would like more information about this conference, fill out the following information: Name _____ Employer _____

Position _____ Mailing address _____ Phone _____

APPENDIX G
MEASURING THE TRAINING NEEDS OF VOCATIONAL
EDUCATORS WORKING WITH LEP STUDENTS

Need for in-service
program

		No Need		Need		Extreme Need
INSTRUCTORS WILL:						
Conduct special reinforcement drills on the job-related English language structures needed by students in order to perform adequately a skill or task in the job or in the vocational classroom/laboratory	_____	1	2	3	4	5
Conduct activities that require students to use the job-related English structures most frequently used in communicating with co-workers and supervisors on the job	_____	1	2	3	4	5
Conduct activities that require students to practice the use of the appropriate register/style used on the job	_____	1	2	3	4	5
Conduct activities that require students to practice the use of the different kinds of rhetoric used on the job	_____	1	2	3	4	5
Use instructional materials that are similar to the types of written materials encountered on the job	_____	1	2	3	4	5

Provide Instruction

Present Vocabulary in the Context of Usage
on the Specific Job

INSTRUCTORS WILL:

Conduct special reinforcement drills on the job-related English vocabulary needed by students in order to perform adequately a skill or task on the job or in the classroom/laboratory	_____	1	2	3	4	5
Conduct activities that require students to use job-related English vocabulary most frequently used in communicating with co-workers and supervisors on the job	_____	1	2	3	4	5
Use instructional materials that are similar to the types of materials used on the job	_____	1	2	3	4	5

	Need for in-service program				
	No Need	Need			Extreme Need
INSTRUCTORS WILL:					
Determine the types of errors in job-related English language structures which may have a negative impact on the adequate performance of a skill, task, or duty on the job or in the classroom/laboratory	_____ 1	2	3	4	5
Determine the types of errors in job-related English vocabulary which may have a negative impact on the adequate performance of a skill, task or duty on the job or in the classroom/laboratory	_____ 1	2	3	4	5
Identify the sounds common to both the student's native language and English	_____ 1	2	3	4	5
Identify the sounds unique to either the student's native language or English	_____ 1	2	3	4	5
Identify the body language (gestures, etc.) that are unique to either the student's native culture or the United States culture in the local area	_____ 1	2	3	4	5
Identify the characteristics of the English language (such as suprasegmentals, inflectional forms, derivational forms, and other elements) that are difficult for students to use or master	_____ 1	2	3	4	5
Identify the areas of positive transfer between the students' native language and English	_____ 1	2	3	4	5
Identify the areas of interferences between the students' native language and English	_____ 1	2	3	4	5
Determine each trainee's level of proficiency in English and make necessary corrections accordingly	_____ 1	2	3	4	5
Make corrections without imparting a negative attitude toward the trainee or toward the trainee's native language or culture	_____ 1	2	3	4	5

	Need for in-service program				
	No Need	Need			Extreme Need
INSTRUCTORS WILL:					
Select materials used on the job which may be used for job-related English instruction	_____ 1	2	3	4	5
Determine the appropriateness of the reading level of the written materials in comparison to trainees' levels	_____ 1	2	3	4	5
Identify the key job-related English language structures and vocabulary used in the materials	_____ 1	2	3	4	5
Rewrite materials that are at a reading level too difficult for students into simpler English	_____ 1	2	3	4	5
Develop illustrative materials for use as handouts	_____ 1	2	3	4	5
Develop instructional games	_____ 1	2	3	4	5
Review materials for the presence of cultural biases	_____ 1	2	3	4	5
Develop multimedia materials (slides, transparencies, posters, etc.) to indicate concepts, processes, tools, equipment, skill/task sequences, etc., to complement written instructional materials	_____ 1	2	3	4	5

INSTRUCTORS WILL:

Work with the vocational skills instructor to develop strategies for providing instruction in job-related English language structures and vocabulary	_____ 1	2	3	4	5
Develop special reinforcement drills on the job-related English language structures and vocabulary needed by students in order to perform adequately a skill or task on the job or in the vocational classroom/laboratory	_____ 1	2	3	4	5
Develop instructional strategies that involve the use of several senses (e.g., sight, touch, movement, smell, and taste) in addition to hearing the sounds of spoken English	_____ 1	2	3	4	5
Collect samples of forms and other documents used most frequently on the job or in the vocational classroom/laboratory	_____ 1	2	3	4	5
Prepare instructional materials similar to those used by local employers	_____ 1	2	3	4	5
Develop instructional activities that reflect the tasks and duties usually performed on the job or in the vocational skills classroom/laboratory	_____ 1	2	3	4	5

	Need for in-service program				
	No Need	Need			Extreme Need
INSTRUCTORS WILL:					
Obtain essential instructional materials used by the vocational skills instructor	_____ 1	2	3	4	5
Observe instruction in the vocational skills classroom/laboratory	_____ 1	2	3	4	5
Obtain the course outline used by the vocational skills instructor	_____ 1	2	3	4	5
Plan instructional units together with the vocational skills instructor	_____ 1	2	3	4	5
Work with the vocational skills instructor to develop lesson plans which contain both vocational skills and English language skills to be taught	_____ 1	2	3	4	5
Assist the vocational instructor in coordinating language instruction with vocational instruction	_____ 1	2	3	4	5
Sequence job-related ESL instruction to meet the needs of trainees in the vocational skills program	_____ 1	2	3	4	5
Develop routine procedures for monitoring the pace at which job skills and language skills instruction are proceeding	_____ 1	2	3	4	5
Develop a schedule coordinating English language instruction with the job skills instruction	_____ 1	2	3	4	5
Coordinate vocational and language instruction at least on a weekly basis	_____ 1	2	3	4	5
Reach an agreement with the vocational skills instructor regarding responsibilities for teaching job-related English language structures and vocabulary	_____ 1	2	3	4	5
Review with the vocational skills instructor the essential English language structures required to perform adequately a skill or a task	_____ 1	2	3	4	5
Review with the vocational skills instructor the essential job-related English language vocabulary required to perform adequately a skill or task	_____ 1	2	3	4	5
Develop a common format for identifying essential job-related English language structures and vocabulary required for performing adequately on the job	_____ 1	2	3	4	5
Prepare instructional materials (such as audiovisual materials) which present a consistent treatment of job-related English language structures and vocabulary	_____ 1	2	3	4	5
Identify for the vocational skills instructor the most common problems students have in learning English language structures and vocabulary	_____ 1	2	3	4	5
Decide with the vocational instructor the degree of correctness required in using job-related English language structures and vocabulary	_____ 1	2	3	4	5
Develop an understanding with the vocational skills instructor of the sequences by which job-related English language structures and vocabulary will be learned by trainees	_____ 1	2	3	4	5

INSTRUCTORS WILL:

	Need for in-service program				
	No Need	Need	Ext. Need		
Observe the use of English on the job and in the classroom/ laboratory to identify essential job-related English vocabulary	_____ 1	2	3	4	5
Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, safety messages, etc., used on the specific job	_____ 1	2	3	4	5
Identify names of concepts, skills, tasks, duties, directions, warnings, etc., used on the specific job	_____ 1	2	3	4	5
Analyze a skill or task to identify job-related English vocabulary	_____ 1	2	3	4	5
Identify words that have special denotations or connotations	_____ 1	2	3	4	5
Assess the essentialness of a word according to its frequency of use and importance of use on the job	_____ 1	2	3	4	5
Determine the essential job-related English vocabulary required to perform adequately a vocational skill or task	_____ 1	2	3	4	5
Determine the essential job-related English vocabulary required to interact with co-workers on the job	_____ 1	2	3	4	5
Determine the essential job-related English vocabulary required to interact with supervisors on the job	_____ 1	2	3	4	5
Determine the essential job-related slang expressions used on the job	_____ 1	2	3	4	5
Determine the most successful sequences for teaching essential job-related English vocabulary required to perform adequately on the job	_____ 1	2	3	4	5
Determine the degree of correctness required in using job-related English vocabulary on the job	_____ 1	2	3	4	5
Identify for the vocational skills instructor the factors affecting learning job-related English vocabulary	_____ 1	2	3	4	5

	Need for in-service program				
	No Need	Need	Extreme Need		
INSTRUCTOR WILL:					
Observe the use of English on the job and in the classroom/laboratory to identify essential job-related English language structures	_____	1	2	3	4 5
Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, safety messages, etc., used on the specific job	_____	1	2	3	4 5
Analyze a skill or task to identify job-related English language structures	_____	1	2	3	4 5
Analyze the duties, directions, and other activities requiring the use of English to identify job-related English language structures	_____	1	2	3	4 5
Identify the essential job-related English language structures required to perform adequately a vocational skill or task	_____	1	2	3	4 5
Identify the essential job-related English language structures required to interact with co-workers on the job	_____	1	2	3	4 5
Identify the essential job-related English language structures required to interact with supervisors on the job	_____	1	2	3	4 5
Determine the amount of speaking and understanding proficiency in English required for the specific job	_____	1	2	3	4 5
Determine the amount of reading and writing proficiency in English required for the specific job	_____	1	2	3	4 5
Determine the most successful sequences for teaching essential job-related English language structures required to perform adequately on the job	_____	1	2	3	4 5
Identify the most common inflectional forms (plurals, possessives, tenses, adjectives, adverbs, etc.) used on the job	_____	1	2	3	4 5
Identify the most common language patterns (direct objects, indirect objects, etc.) used on the job	_____	1	2	3	4 5
Identify the most common sentence transformations used on the job	_____	1	2	3	4 5
Identify the appropriate register/style used on the job	_____	1	2	3	4 5
Identify the kinds of rhetoric required on the job	_____	1	2	3	4 5
Determine the degree of correctness required in using job-related English language structures on the job	_____	1	2	3	4 5
Identify for the vocational skills instructor the factors that affect learning job-related English language structures	_____	1	2	3	4 5
Analyze complex job-related English language structures to identify the basic or more simple structures that should be taught during the program	_____	1	2	3	4 5

	Need for in-service program				
	No Need	Need			Extreme Need
Plan for Instruction					
Develop Activities to Teach Survival Skills					
INSTRUCTORS WILL:					
Identify the types of interpersonal and consumer skills with which the students have the most trouble	_____ 1	2	3	4	5
Identify the English language structures most essential for interpersonal and consumer skills	_____ 1	2	3	4	5
Identify the English language vocabulary most essential for interpersonal and consumer skills	_____ 1	2	3	4	5
Determine the most successful sequences for teaching English language structures and vocabulary required for survival in interpersonal and consumer situations	_____ 1	2	3	4	5
Collect examples and develop situations that require students to use English language structures and vocabulary necessary for survival in interpersonal and consumer situations	_____ 1	2	3	4	5
Coordinate instruction in survival skills with the instruction in job-related English language structures and vocabulary	_____ 1	2	3	4	5
Develop reinforcement drills and plan actual field trips that require the use of English language structures and vocabulary necessary for survival	_____ 1	2	3	4	5

1. Name _____
2. Major area of responsibility _____ vocational _____ counseling
 _____ ESL _____ bilingual
 _____ other _____
3. Location of program/district (circle) Region 1 2 3 4 5
4. The following are suggested purposes/goals for the planned inservices related to the LEP in vocational education. Please prioritize these goals by rank ordering each from 1-7 (with 1= highest priority). Keep in mind your needs as well as those of other programs in your region.
- _____ To sensitize participants to the needs of LEP persons
- _____ To disseminate information on program models and available resources
- _____ To develop a Regional/state network to increase coordination among service providers
- _____ To train vocational teachers in strategies for working with the LEP
- _____ To train ESL teachers in VESL methodology
- _____ To increase coordination between ESL and vocational staffs
- _____ To develop bilingual vocational and/or VESL materials
- _____ To develop bilingual vocational teacher and teacher-aide pre-service training programs
- _____ Other (specify) _____
5. The following are potential target groups of the inservice workshop. prioritize these target groups by rank ordering each from 1-10 (1= highest priority)
- | | |
|-----------------------------------|--|
| _____ vocational teachers | _____ counseling and support service personnel |
| _____ vocational administrators | _____ community agencies personnel |
| _____ vocational teacher trainers | _____ state Dept. of Ed. personnel |
| _____ ESL personnel | _____ all staff equally |
| _____ bilingual personnel | |
| _____ other (specify) _____ | |
6. In light of time and fiscal restrictions what would be the most appropriate length for the first workshop(s):
- _____ 1/2 day _____ 1 day _____ 1 1/2 - 2 days

APPENDIX I

The Department of Adult, Vocational and Technical Education (DAVTE) is involved in many activities to help you serve limited English-speaking persons. In which of the following areas is there the greatest need for DAVTE to provide assistance?

Directions: Rate the need for each of the State activities listed below on a five-point scale. (1 = need is very low or non-existent — 5 = need is great)

	Need is <u>Low</u>			Need is <u>Great</u>	
1. Develop new or adapted bilingual vocational materials	1	2	3	4	5
2. Develop new curricula and materials appropriate for teaching vocational ESL to LESA persons	1	2	3	4	5
3. Develop testing and diagnosis materials and techniques for LESA persons	1	2	3	4	5
4. Inservice present staff to provide new skills necessary to work with LESA persons	1	2	3	4	5
5. Assist institutions of higher education in the development of pre-service programs to train bilingual vocational personnel to work with LESA persons	1	2	3	4	5
6. Assist local programs in providing more support services to LESA persons (i.e., transportation, child care, field trips, etc.)	1	2	3	4	5
7. Increase existing facilities and equipment to train LESA persons	1	2	3	4	5
8. Provide additional systems by which to recruit and place LESA persons in appropriate training programs and jobs	1	2	3	4	5
9. Fund model vocational education programs for LESA persons	1	2	3	4	5
10. Facilitate inter-agency (e.g., CETA, DAVTE, Bilingual Section) coordination in the provision of vocational education services to LESA persons	1	2	3	4	5
11. Increase awareness in the business community of the LESA persons' employment potential	1	2	3	4	5
12. Engage in research activities which provide data necessary for the implementation of vocational education programs (e.g., data on LESA population, information on model programs and materials, etc.)	1	2	3	4	5
13. Other (Specify) _____	1	2	3	4	5
_____	1	2	3	4	5

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RESOURCE AGENCIES AND ORGANIZATIONS

National Indochinese Clearinghouse
and Technical Assistance Center
Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209
Toll Free (800) 336-3040
or (703) 528-4312 ext.21

National Clearinghouse for Bilingual
Education
1300 Wilson Blvd., Suite B2-11
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Toll Free (800) 336-4560
Regular (703) 522-0710

National Center for Research in
Vocational Education (NCRVE)
1960 Kenny Road
Columbus, OH 43210
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Southeast Network for Curriculum
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Phoenix, Arizona (602) - 257-3015

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Betty Trzcinski
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Yavapai Adult Learning Center
(602) - 949-6608
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Mr. Bill Waroff
Project Coordinator
Adult and Community Education
721 Capitol Mall
Sacramento, CA. 95814
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Ms. P. C. Fontanoza, Project Director
Philippine-American Cultural and Educational Society of Sacramento (PACES)
5320 Callister Avenue
Sacramento, CA 95819
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CCAE (CA. Council on Adult Education)
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Riverside, CA 92501
(714) - 781-2400
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Vocational English As A Second Language

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1860 19th Street, N. W.
Washington, DC 20009

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1611 North Kent Street
Arlington, Virginia 22209

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National Institute of Education
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Center for Applied Linguistics
1611 North Kent Street
Arlington, VA. 22209
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59 Woodford Street
Portland, Maine 04103
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2 Park Avenue
New York, New York 10016
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Albany, New York 12234

Survival Skills

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4103 Kilmer Campus
New Brunswick, New Jersey 08903
(201) 932-3845
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University of Wisconsin - Madison
321 Education Building - Box 49
Madison, Wisconsin 53706

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100 North First Street
Springfield, Illinois 62777
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Montclair State College
Upper Montclair, NJ 07043
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Elna M. Dimock, Project Director
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Clovis Unified School District
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Clovis, CA. 93612
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Debbie Tasker, Supervisor
Dover Adult Learning Center, Inc.
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(603) 742-1030
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Elizabeth Verlie, Staff Assistant
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12. Project Drive
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Southern Illinois University at Carbondale
Carbondale, Illinois 62901

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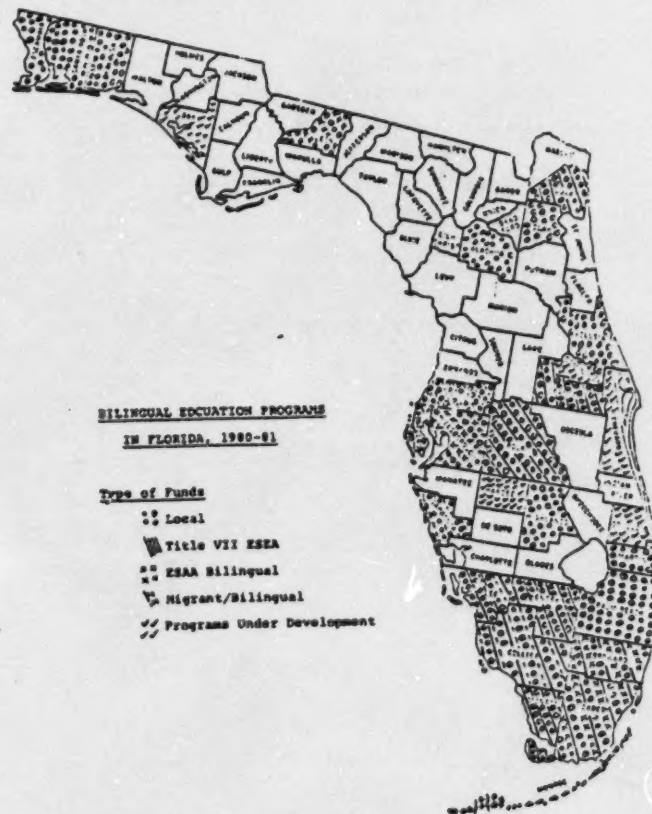
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An additional excellent bibliography of bilingual materials is:

Bibliography of Bilingual Materials for Career/Vocational Education
A List of BESC Library Holdings. Prepared by Bilingual Vocational
Education Project, Arlington Heights, Illinois. February, 1980.

For information on a Bilingual Vocational Oral Proficiency Examination,
developed by Mary Galvan under a USOE-funded project contact:

Mary Galvan, Project Director
Resource Development Institute
314 Highland Mall Blvd., Suite 450
Austin, Texas 78752

This test may be used to assess students' proficiencies in vocationally
related English.

Guidelines for Requesting the Services and Participation of District Personnel in Department of Education Activities

These guidelines are provided to enhance communication between the Department of Education and school districts relative to requesting the services of district personnel on committees, workshops, training sessions, conferences, and various other meetings arranged by the Department of Education. They apply to all activities sponsored by the Department, including those sponsored by agencies or individuals under contract.

In all cases the communication shall clearly state the purpose of the activity, the amount of time expected to be utilized, and whether or not state reimbursement of expenses is authorized. The communication shall be courteous and tactful, recognizing the need of the Superintendent to deploy district personnel for district service and to wisely manage the district's resources.

Requesting Services of District Personnel by Name

When requesting the services of district personnel by name, initial contact of request shall be made to the Superintendent. If the contact is in writing, an addressed response card will be provided the Superintendent. The request shall specify the estimated amount of time and the number of meetings required to complete the activity. The Superintendent's initial approval will denote approval to participate in all sessions of the activity, and additional contact for approval to participate in subsequent sessions will not be required. Upon the approval of the Superintendent, the person responsible for the meeting will issue the invitation to appropriate district personnel with a copy to the Superintendent. Personnel requested by name have been selected in accord with preestablished criteria. While the suggestion of an alternate to the person requested is the option of the Superintendent, the alternate, to be acceptable, must meet the same criteria as the person requested originally. Therefore, an alternate must have approval of the initiating party.

Requesting Services of District Personnel by Title

When district personnel are to be invited by title to participate in a state meeting, notice of said meeting will be prepared by the person responsible for the meeting and distributed to the appropriate district personnel with a copy to the Superintendent. District personnel interested in participating in the activity will be responsible for obtaining their Superintendents' approval and for notifying the person responsible for the activity of their intent to participate.